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ABSTRACT

This handbook provides background information, ideas for classroom instruction, and suggestions for reflective practice for teachers of literacy and bilingual students. All approaches described here encourage the integration of all language skills in teaching literacy. An introductory chapter examines the principles and processes of literacy development and the characteristics of bilingualism, biliteracy, and biculturalism. The second chapter presents classroom teaching approaches that focus primarily on writing, including games, art activities, dialogue journals, a talk-write approach, process writing with and without computers, and description exercises. Chapter three outlines approaches focusing primarily on reading, including word cards, shared reading, making vocabulary connections, response to literature, and reader-generated questions. The fourth chapter presents approaches that offer a choice of skill focus: graphic organizers/semantic mapping; the language experience approach; student-directed sharing time and discussion; a cross-age project; and critical autobiographies. The fifth chapter addresses issues in classroom implementation and student assessment, and the final chapter offers ideas for classroom research. Appended materials include a protocol to gather information about learners, notes on additional classroom techniques, sample graphic organizers, and a list of recommended assessment practices. Contains 90 references. (MSE)

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